

**HDFS 233**

**Professional Foundations In Early Childhood Education**

**3 Credits**

**41518**

**Spring 2017**

**Instructor:** Rachelle G. Saceda, M.S.

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**Office hours:** Face-to-face, Fridays 10:00 a.m. - 11:00 a.m. OR By appointment via Google Hangout (*you will need access to a webcam or camera phone*). Please make sure to email me to confirm you are coming to office hours.

**COURSE DESCRIPTION**

This course focuses on current issues in working with children and families in the early childhood profession. Students will become familiar with developmentally appropriate practice, legal and ethical issues, diversity, professionalism, and advocacy in early childhood care and education.

**COURSE OUTCOMES**

Upon successful completion of this course, students will be able to:

1. Define Developmentally Appropriate Practice and identify components of quality in early care and education.
2. Apply NAEYC professional code of ethical conduct.
3. Describe current issues in the field of early care and education and identify approaches to each.

**REQUIRED Textbooks and Readings**

Feeney, S. (2012). Professionalism in Early Childhood Education. San Francisco: Pearson.

Feeney, S. & Freeman, N. (2005). Ethics and the Early Childhood Educator: Using the NAEYC Code 2nd Ed. Washington, D.C.: National Association for the Education of Young Children.

Copple, C. & Bredekamp, S. (2006). Basics of Developmentally Appropriate Practice: An Introduction for Teachers of Children 3 to 6. Washington, D.C.: National Association for Education of Young Children.

Additional websites as indicated in the course schedule.

Usage of Google Docs as assigned, Microsoft WORD (not microsoft works or word pad) or an open source internet site such as Google Docs to submit electronic assignments. *\*\*\*NOTE: In my experience, Chromebooks do not work well with Moodle so be advised to NOT use Chromebooks with this course!!\*\*\** You must always have access (and back up access) to the internet. I rarely sympathize with the excuse of “my computer is down, or I couldn’t get service.”

Ability to access and utilize Moodle, Turnitin within Moodle, your LBCC email, Google Drive, and LBCC Library databases regularly.

**CLASS STRUCTURE**

This course is taught face-to-face, however, Moodle will be used for all assignment/project submissions and quizzes, and final. As class members you will be enrolled on LBCC’s e-learning system as a portal to Moodle. Once you have accessed Moodle, you can bookmark it and access it directly from your home computer. *Log on as soon as possible and update your password and contact information. Continue to log on regularly throughout the duration of the term.*

It is our shared responsibility to develop and maintain a positive learning environment for everyone in the class. I take this responsibility very seriously and will inform members of the class if their behavior makes it difficult for me to carry out this task. As a fellow learner, you are asked to respect the learning needs of your classmates and assist your instructor in achieving this critical goal. Below are some specific ways you can help.

1. **Attend ALL classes. *“****A grade” or “B grade” students who miss more than 5 classes will automatically drop to a “C grade” standing.* See instructor for further clarification.
2. **Read** assigned material ***before*** the attending the respective class.
3. Check Moodle frequently.
4. **Participate** in class discussions, activities, and in-reflections.
5. **All assignments/projects (with the exception of handwritten class reflections) must be submitted through Moodle and Turnitin.** It is essential that you access Moodle consistently and frequently. *I will not accept emailed assignments*. Be proactive in troubleshooting how to upload assignments successfully prior to due dates. See [Assignment Guidelines and Grading Rubric](https://docs.google.com/a/linnbenton.edu/document/d/1F5qu0TOBMTV94cEJCO5TerX6j33K9yidORJrNCsAldE/edit?usp=sharing) for additional information.
6. You can get technology help using the following methods: Call the **Student Help Desk at 541.917.4630** or email questions to elearning.support@mail.linnbenton.edu.

Ultimately, it is **my responsibility to create opportunities** for you to learn; it is **your responsibility to do the work to learn**.

**COMMUNICATING WITH INSTRUCTOR.** Email is the best (and recommended) form of communication with the instructor. When emailing, the instructor will only communicate with students via their LBCC gmail email accounts. Use your LBCC email address, subject line your e-mails with HDFS 233 and sign with your first and last names for the fastest response.

It is the student’s responsibility to regularly check Moodle and his/her email account for any announcements or supplemental information shared regarding the course. It may take up to 24 hours for responses from the instructor concerning questions about assignments during the week. I rarely check email on the weekend. The student is responsible to plan enough time to get the supplementary help needed and still be able to complete the assignment by the due date. The instructor is also available during office hours or online video conferencing via Google Hangout or Zoom by appointment. You will need a webcam or camera phone.

**TOOLS FOR SUCCESS**

A list of [Tools For Success](https://docs.google.com/a/linnbenton.edu/document/d/1gemcYL4kWeuq-4u64nS4b230pFRxrFXuZa6VwHJhrKU/edit?usp=sharing) are posted in Moodle Welcome Page

## **STUDENT RIGHTS AND RESPONSIBILITIES**

Students are expected to read and adhere to the standards in the *Student Rights and Responsibilities* handbook. You can also find this information on the Linn-Benton Community College website: <https://www.linnbenton.edu/current-students/administration-information/policies/students-rights-responsibilities-and-conduct>

**ACADEMIC INTEGRITY**

Students are expected to be honest and ethical in their academic work and to refrain from *cheating* (use or attempted use of unauthorized materials, information, or study aids), *fabrication* (falsification or invention of information), *tampering* (altering or interfering with evaluation instruments or documents), *plagiarism* (representing the words or ideas of another person as one’s own), or *assisting* another person in committing an act of academic dishonesty. Upon documentation of academic dishonesty and after consulting with the department chair and informing the student of the action taken, the instructor may impose any academic penalty up to and including an F grade in the course.

Assignments are to be typed, double spaced, and edited. Written work will be graded based upon content and presentation. If you need help with spelling, punctuation, sentence structure, etc., the Tutoring Center and Writing Center are good resources. <https://www.linnbenton.edu/writing-center>

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| ***It is a known fact that computers can and will crash the night before an assignment is due, so be proactive and make sure to email yourself assignments and/or download assignments onto a USB drive regularly. Take advantage of the free space you have available on your G drive*!**  |

**LBCC COMPREHENSIVE STATEMENT OF NONDISCRIMINATION**

LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws.

**SPECIAL NEEDS**

You should meet with your instructor during the first week of class if:

1. You have a documented disability and need accommodations
2. Your instructor needs to know medical information about you, or
3. You need special arrangements in the event of an emergency.

If you have documented your disability, remember that you must take your request accommodations through the Center for Accessibility Resources Online Services web page every term in order to receive accommodations. If you believe you may need accommodations, but are not yet registered with CFAR, please go to <http://linnbenton.edu/cfar>for steps on how to apply for services or call 541-917-4789.

# **GRADING**

 I. *Moodle will open each week by* ***Mondays, 5 p.m.****. This will allow you to read over it before our first meeting each week and to bring any questions to group discussion. Quizzes will be opened every Friday afternoon at 2 p.m.* More information about assignments and quizzes is below.

Often students ask if it's possible to move on to the next week’s Assignments/Quizzes and proceed through the course at a quicker pace. My answer to this is, "No." Although I believe in individualizing learning, sometimes moving too quickly and too far ahead a course will defeat the benefits of peer discussion and hinder the natural evolution of the course. If you find that you are wanting to "enrich" your experience within a weekly topic with additional activities and readings, just let me know. I can provide supplementary information each week to further emphasize the information to challenge your knowledge of the subject.

II. 20 In-Class Reflections

1. In-Class Reflections are *random* “stop, think, and reflect” moments that will happen during class time only. It is an opportunity for students to quickly ponder and write down questions, emotions, and opinions to be turned in for a grade. These are hand-written or submitted via Moodle during class time. With the exception of break time, it is to your benefit to be present during the entire class period to avoid missing a reflection.
2. In-Class Reflections are each worth 5 points. There are 2 reflections each week, thus 10 points each week. 10 points x 10 weeks = 100 points
3. Missed In-Class Reflections cannot be made up, or taken prior to the designated class date.

III. Completion of required reading and related research

IV. 5 Quizzes

1. Quizzes are to be taken in Moodle.
2. Quizzes are multiple choice, true/false, and/or short answer. Questions are based on the assigned textbook chapters and lecture content for the previous two weeks.
3. *Quizzes will open on Fridays at 2 p.m. Quizzes are due Tuesdays by 11:59 p.m. each subsequent week, with the exception of noted due date changes in the syllabus*. The quiz is designed to demonstrate your completion of text reading and lecture content. Understanding the reading will enable you to take part in class discussions and assignments. Best prep for quizzes is reading and notetaking focused on the terms that the author highlights, concepts I emphasize during lecture and/or post in Moodle for the week.
4. You have 30 minutes to complete each quiz. You get two tries on each of the first two quizzes; one try on the rest.
5. Quizzes are open-book, but not "open friend." That is, you are permitted to consult your text, your notes, or the videos for quiz answers. Please do not consult your friends or other classmates.
6. Quizzes are worth each worth 10 points. 10 points x 5 = 50 points
7. Missed quizzes cannot be made up or reopened.

V. 2 Article Review Assignments from a scholarly journal. *List to be finalized...*

1. Students will select 2 articles to review. Articles must be from scholarly journals and must pertain to professional issues surrounding early childhood education. The instructor must approve articles.
2. Article Review Assignments are to be submitted in Moodle via Turnitin. *E-mailed Weekly Assignments are not accepted, you must use Turnitin*!
3. Assignments will involve application of text concepts and critical thinking. See [Assignment Guidelines & Grading Rubric](https://docs.google.com/a/linnbenton.edu/document/d/1F5qu0TOBMTV94cEJCO5TerXhttps%3A//docs.google.com/a/linnbenton.edu/document/d/1F5qu0TOBMTV94cEJCO5TerX6j33K9yidORJrNCsAldE/edit?usp=sharing) for more information.
4. *Assignments are due Tuesdays by 11:59 p.m. each subsequent week.*
5. Missed Assignments have a one (1) week grace period to turn in. Late assignments will receive an automatic 10% point deduction. After one (1) week grace period, assignments are no longer accepted and students will receive a zero. Late assignments may not receive instructor feedback.
6. Assignments are each worth 20 points. 20 points x 2 *=* 40 points.

VI. Course Projects (4)

1. **Pick a Pioneer in Early Childhood Education**. *Library date to be finalized...*Click on [link](https://docs.google.com/a/linnbenton.edu/document/d/1FQEtYETmmy8j9huFcosWarYWvJSzd5vPloebRQWJlTw/edit?usp=sharing). (30 points)
2. **Professional Advocacy Project** (Individuals or in pairs). Individuals or pairs will select an issue of interest affecting children, work with children and families, or the status of the early education profession and those who work in the profession. In previous terms, issues have included access to nature, school funding, advocacy for developmentally appropriate practices, longer free play, dual language programs, higher wages in early education, etc. Individuals or pairs will thoroughly research their issue and will present an advocacy plan to the class. Groups must develop a **1 page handout for distribution** to the class and a **documentation poster** for their presentation. Students should be prepared to showcase their posters during the *Week of the Young Child* in April 24th - 28th. (45 points).

Your poster should include the following:

* + What’s the advocacy topic?
	+ What’s the problem?
	+ Why is it important?
	+ What is the impact on young children?
	+ What does the research say?
	+ What could it look like?
	+ What can concerned parents, teachers or community members do?
1. **NAEYC Position Statement Presentation** (pairs or in groups of 3). Each individual or pair will select an NAEYC position statement. Position statements are available for review at <http://www.naeyc.org/positionstatements>. Come to class with three position statements identified in order of preference. We will randomly draw who presents on which position statement if there are pairs/individuals interested in the same topic. Pairs or individuals will read the position statement thoroughly, research a position statement from another organization that presents a different perspective on the same issue, identify what NAEYC and the other organization is advocating for, and identify what NAEYC and the other organization is responding to/against. Pairs or individuals will identify at least three points from the position statement(s) that they agreed with and at least one point that they disagreed with (or had questions about). Pairs/individuals must develop a **1-page summary for distribution** to the class. (30 points)
2. **Interview Report.** Identify three professionals working in early education and family studies in different capacities (e.g. a preschool teacher, a director, a family service worker, a family child care provider, a teen parent counselor, a resource and referral employee, and so forth). Develop a series of interview questions related to professionalism and the field of early education and family studies. *Interview questions must be approved by the instructor*. Following the interviews, write a report summarizing the interviews, commenting on similarities and differences between the responses of the interviewees, and linking the results of the interviews to professionalism issues as identified in this class and in related readings. You must include questions and contact information for all three professionals interviewed. (30 points).
3. **In-Class Ethical Dilemma Analysis**. Date to be determined. (25 points)

**EVALUATION TOTALS**

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| --- | --- |
| In-Class Reflections  | 100 |
| 5 Quizzes  | 50 |
| 2 Article Assignments  | 40 |
| Pick-a-Pioneer | 30 |
| Professional Advocacy Project | 45 |
| NAEYC Position Statement Presentation | 30 |
| Interview Report | 30 |
| Ethical Dilemma Analysis | 25 |
| **Total Points Possible** | **350** |

**90% - 100% points = A**

**80% - 89% points = B**

**70% - 79% points = C**

**60% - 69% points = D**

**59% points or below = F**

# **DRAFT FORM!! COURSE CALENDAR DRAFT FORM!!**

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| --- | --- | --- | --- |
| **WEEK #** | **TOPICS** | **Readings** | **Due****(due by 11:59 p.m. of stated date)** |
| 1April. 3rd - 7th  | 4/5: Getting Started; Course overview4/7: Who are we? What is an Professional in ECE?  | SyllabusFeeney Ch. 1 & 2 |  |
| 2April 10th - 14th Emergency Drill | 4/12: Career Fair 4/14: Advocacy | Feeney Ch. 3 & 4 | Quiz 1 due 4/11 |
| 3April 17th - 21st OAEYC Conference | 4/19: Advocacy posters work session in class 4/21: No Class (College Inservice) | Feeney Ch. 5 & 6 | Professional Advocacy Posters Due 4/21 |
| 4April 24th - 28th Week of the Young Child  | 4/26: Advocacy Presentations4/28: Advocacy Presentations |  | Quiz 2 due 4/25Display Professional Advocacy Posters for the week |
| 5May 1st - 5th  | 5/3: Oregon Child Care Systems: QRIS, ASQ, LBL Early Learning Hub; Family ConnectionsGuest: Lynette Wynkoop - Family Connections & the Oregon Registry (confirmed) 5/5: ECE Theorists 101  | Copple & Bredekamp p. 1 - 15 | Article Review Assignment #1 due 5/9Interview Report Questions due 5/3  |
| 6May 8th - 12th  | 5/10: DAP5/12: LBCC Library (confirmed) | Copple & Bredekamp p. 23 - 52  | Quiz 3 due 5/9 |
| 7May 15th - 19th | 5/17: DAP5/19: NAEYC Position Statements | Feeney et. al Chapter 1 & 2 |  |
| 8May 22nd - 26th  | 5/24: Marci Johnston, Career Services 5/26: Becoming a Professional  | Feeney et. al Chapter 3 & 4 | Quiz 4 due 5/23Pick a Pioneer due 5/22 |
| 9May29th - 6/2  | 5/31: NAEYC Position Statement Round table6/2: Ethics | Feeney et. al Chapter 5 & 6 | NAEYC Position Statement due 5/29 |
| 10June5th - 9th  | 6/7: Ethics6/9: In-Class Ethics Dilemma Analysis (must be present and participate!)  | Feeney et. al Chapter 7 & 8 | Quiz 5 Quiz due 6/6Interview Report Due 6/6**Final opens 6/9, 5:00 p.m.** |
| Finals11June 12th - 16th  | Review | Review all readings | Article Review Assignment #2 due 6/13 |

**Revised 4/6/17 DRAFT FORM!!**

**Instructor’s Notes**

*The Instructor reserves the right to make changes in the course schedule. Changes will be announced in class forum and email.The instructor reserves the right to modify course content and/or substitute assignments and learning activities in response to institutional, weather, or class situations. It is important to note that this course will have a more “organic” feel as it will evolve naturally according to the preferences of the instructor and students. Because it relies heavily on guest speakers, topics may fluctuate according to when guest speakers are available. Your patience and flexibility is appreciated.*